




Potion Making Area Continuous Provision – Long-Term Plan

Class R Hartwell primary school



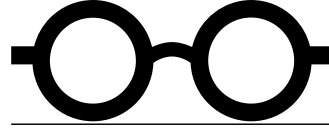
Overview: The potion making area is a highly engaging element of continuous provision in Reception, offering rich opportunities for sensory exploration, imaginative play and early scientific enquiry. It enables children to explore materials, mix substances and create imaginative narratives while developing language, problem-solving and creativity.

Intent	Implementation	Impact	Resources
<p>The potion area is designed to:</p> <ul style="list-style-type: none"> • Encourage curiosity, exploration and early scientific thinking. • Support imaginative play and storytelling through creative contexts. • Develop language through descriptive and collaborative talk. • Introduce early mathematical and scientific concepts such as measure, change and cause and effect. • Promote independence, confidence and sustained engagement in learning. 	<p>The potion making area is available regularly as part of outdoor (or adaptable indoor) continuous provision and is enhanced throughout the year based on children’s interests, seasonal opportunities and curriculum focus.</p> <p>Organisation</p> <ul style="list-style-type: none"> • Clearly defined potion making space with safe access to water and materials. • Resources stored at child height and labelled with pictures and words. • Clear routines for safe use, hygiene and tidying. • Flexible enhancements added to stimulate curiosity and creativity. <p>Adult Role</p> <ul style="list-style-type: none"> • Observe children’s exploration and identify learning opportunities. • Model rich vocabulary and scientific language. • Ask open-ended questions to extend thinking and prediction. • Encourage imaginative storytelling and collaboration. • Support sustained shared thinking and problem-solving. 	<p>Children who regularly access the potion making area will:</p> <ul style="list-style-type: none"> • Demonstrate high levels of engagement, curiosity and creativity. • Use increasingly descriptive and expressive language. • Show understanding of simple scientific concepts such as change and mixing. • Apply mathematical concepts such as measuring and comparing quantities. • Develop confidence, independence and collaborative skills. • Impact is evidenced through observations, photographs, learning journeys and practitioner reflection. 	<p>Core Resources (Available All Year)</p> <ul style="list-style-type: none"> • Water containers, bowls, trays • Spoons, ladles, pipettes, droppers • Jugs, measuring cups, bottles • Natural materials (leaves, flowers, herbs, sticks) • Mortar and pestle (child-safe) • Mixing pots and containers <p>Enhancements (Rotated/Seasonal)</p> <ul style="list-style-type: none"> • Coloured water, glitter, food colouring • Ice, warm water, bubbles • Recipe cards, potion labels • Small bottles and jars • Themed props (magic wands, story prompts) • Natural seasonal materials (conkers, petals, seeds)

Vocabulary	Adult interactions		Common play behaviours
<p><u>Core Vocabulary</u> mix, stir, pour, scoop, blend, create</p> <p><u>Scientific Vocabulary</u> change, dissolve, melt, float, sink, observe, experiment</p> <p><u>Mathematical Vocabulary</u> more, less, full, empty, measure, half, count</p> <p><u>Language for Imaginative Play</u> potion, magic, spell, ingredient, recipe</p> <p><u>Language for PSED</u> share, take turns, help, idea, problem, solution</p>	<p><u>Adult Interactions (Examples)</u></p> <p>“What are you making your potion for?”</p> <p>“What happens when you add more water?”</p> <p>“How could you make it stronger or different?”</p> <p>“What ingredients have you used?”</p> <p>“What do you think will happen next?”</p>		<p><u>Exploratory play</u>: pouring, mixing, combining materials.</p> <p><u>Investigative play</u>: testing changes and outcomes.</p> <p><u>Imaginative play</u>: creating potions, spells and stories.</p> <p><u>Collaborative play</u>: sharing roles and ideas.</p> <p><u>Schemas</u>: Transforming (changing materials) Transporting (moving liquids and items) Enveloping (covering objects) <u>Sustained shared thinking</u>: predicting, testing and refining ideas together.</p>
<p>Characteristics of Effective Learning</p>	<p><u>Playing and Exploring</u></p> <ul style="list-style-type: none"> • Children investigate materials freely and show curiosity. • They explore cause and effect through experimentation. 	<p><u>Active Learning</u></p> <ul style="list-style-type: none"> • Children remain engaged and persist in developing their creations. • They show pride and enjoyment in their outcomes. 	<p><u>Creating and Thinking Critically</u></p> <ul style="list-style-type: none"> • Children plan and adapt their ideas. • They test, evaluate and refine their potions.
<p>Links to EYFS Areas of Learning</p>	 Autumn Term – Exploration and Sensory Play	 Spring Term – Investigation and Collaboration	 Summer Term – Independence and Innovation

<p><u>Communication and Language</u> Rich dialogue during collaborative potion play. Adults model and extend vocabulary (e.g. dissolve, measure, ingredient). Opportunities for sustained shared thinking and narrative building.</p> <p><u>Personal, Social and Emotional Development</u> Children make independent choices about materials and processes. Collaborative potion-making encourages turn-taking and teamwork. Trial-and-error experimentation builds resilience.</p> <p><u>Physical Development</u> Use of pipettes, droppers, spoons and containers strengthens fine motor control. Repeated actions support coordination and hand strength.</p> <p><u>Literacy</u> Opportunities for mark making through labels, recipes and potion names. Emergent writing embedded in meaningful, playful contexts.</p> <p><u>Mathematics</u> Measuring, pouring and comparing quantities. Counting scoops or ingredients. Recognising patterns in mixing and outcomes.</p> <p><u>Understanding the World</u> Observing changes when materials are mixed (melting, dissolving). Using natural materials (leaves, petals, seeds). Developing early scientific enquiry and prediction.</p> <p><u>Expressive Arts and Design</u> Creative mixing and designing of potions. Imaginative storytelling and role play (magic, spells, characters). Exploration of colour, texture and transformation.</p>	<p><u>Focus:</u> Familiarisation, exploration and vocabulary. Children explore mixing and pouring freely. Introduction to basic vocabulary and routines. Adults model safe use and descriptive language.</p>	<p><u>Focus:</u> Children begin to plan simple potions. Increased use of measuring and comparing. Adults encourage prediction and reasoning.</p>	<p><u>Focus:</u> Children independently create complex potions and narratives. They evaluate and refine ideas. Strong links to imagination, scientific thinking and transition to Year 1.</p>
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Review and Development:

























Provision is reviewed regularly using observation and assessment.

Enhancements reflect children's interests and experiences.

Adult interactions are refined to ensure appropriate challenge and progression.

This long-term plan ensures the potion area is a purposeful, engaging and progressive element of continuous provision throughout the Reception year.

<p>mix</p> 	<p>stir</p> 	<p>pour</p> 	<p>blend</p> 	<p>create</p> 	<p>full</p> 
<p>potion</p> 	<p>magic</p> 	<p>Potion Area</p> 		<p>ingredient</p> 	<p>empty</p> 
<p>sink</p> 	<p>predict</p> 			<p>melt</p> 	<p>more</p> 
<p>float</p> 	<p>splash</p> 			<p>spell</p> 	<p>less</p> 
<p>share</p> 	<p>recipe</p> 			<p>half</p> 	<p>measure</p> 